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ABSTRACT

Current classroom problems affecting teachers within the potential teacher education population of Indiana University Northwest (IUN) were studied as part of a continuing effort to update the state of the art as it relates to the changing problems of teachers in the classroom. A review of past research suggests seven problem areas to be studied: class size; insufficent time for rest and preparation; insufficient clerical help; finding time for individualized work with students; inadequate instructional materials; discipline; and problems with parents. In order to assess the status of these classroom problems, 246 questionnaires were distributed to graduates of IUN (104 were returned) with instructions to rate these seven problems as "major," "minor," or "no problem". The questionnaire included an open response section that requested teachers to list three other problems they encountered not listed in the above seven. Teachers were also asked to rate their confidence in seven instructional areas: mathematics, language arts, science, social studies, music, art, and physical education. Selected demographic information was also collected. According to the results, major problems facing teachers relate to time and interpersonal relations. The information collected regarding confidence revealed they did not feel confident to provide adequate instruction in science. The majority of teachers focused their attention on the problem of finding time for individualized work with students; however, analysis of their suggestions indicated that the teachers have no better ideas for solving the problem than anyone else. (A sample questionnaire is included.) (MM)

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ED129804

# IDENTIFICATION AND ANALYSIS OF CLASSROOM PROBLEMS AFFECTING TEACHERS IN NORTHWEST INDIANA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SP010 519

IDENTIFICATION AND ANALYSIS OF
CLASSROOM PROBLEMS AFFECTING
TEACHERS IN NORTHWEST INDIANA

The purpose of this study is to identify current classroom problems affecting teachers within the potential teacher education population of Indiana University Northwest. The study is part of a continuing effort to update the state of the art as it relates to the changing problems of teachers in the classroom. Since teaching is a process which is affected by such dynamic variables as student populations, interpretation of legal codes, economics, and professional organizations, it is necessary for those responsible for the design and implementation of teacher education programs to be cognizant of the day-to-day issues confronting teachers.

The research division of the National Education Association, along with a number of independent researchers, has been active in the assessment of classroom teacher's problems using a variety of self report techniques. A review of these studies suggests seven consistantly identified problems. These are:

1. class size
2. insufficient time for rest and preparation
3. insufficient clerical help
4. finding time for individualized work with students
5. inadequate instructional materials
6. discipline
7. problems with parents

In order to assess the status of these classroom problems within the IUN service community, 246 questionnaires were mailed to graduates of IUN

requesting a self-report of the degree of concern associated with each of the above problem areas. The teachers were asked to rate these seven problems as "Major Problem," "Minor Problem," "No Problem." The questionnaire also included an open response category which requested the teachers to list three other problems confronting them as teachers but not listed in the initial seven.

Teachers were asked as a secondary task, to make a self-rating of their confidence in each of seven instructional areas. These included:

1. mathematics
2. language arts
3. science
4. social studies
5. music
6. art
7. physical education

The purpose of this item was to examine teachers' perceptions of their training in each of these fields as a result of their confidence in that field.

Selected demographic information was also collected so that comparisons could be made without affecting the anonymity of the questionnaires. The following information was collected:

1. sex
2. grade level
3. type of classroom
4. number years taught
5. number students/classroom
6. number hours beyond bachelor's

The questionnaire was developed and data compiled by a graduate student completing the master of science degree at Indiana University Northwest. Copies of the cover letter and questionnaire are included in Appendix A.

## Ratings of Problem Areas

Of the 246 questionnaires mailed out, 104 were returned in usable form. Table 1 summarizes the demographic information for these 104 returns. The sample was spread evenly across K-6 levels. Nine individuals were specialists teaching a combination of K-6 or 4-5-6. The major proportion of the group, as might be expected was organized into self-contained classroom. Only a small proportion was involved in open settings. The majority of the sample had taught for more than three years and had completed their master's degree. The mode for class size was 25-29. These data will be used later as independent variables for more meaningful study. It should be noted that these data were quite representative of the teacher population of the IUN service community.

Table 2 summarizes the responses made to the relevance of the problems identified by the NEA Research Division, (1968, 1971) and Olander and Farrell, (1970). By assigning numerical values of 2, 1, 0, to responses of "Major Problem," "Minor Problem," and "No Problem," respectively, a numerical indication of the importance of the problem was determined. The problems are ordered in Table 2 from least important to most important based on a summation of these numerical values.

Of the seven key problem areas, "dealing with parents" was the least important for teachers in this sample. "Class size," "discipline" and "inadequate instructional materials" were closely grouped as slightly more

TABLE 1

SUMMARY OF DEMOGRAPHIC INFORMATION

| Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | Other |
|---|---|---|---|---|---|---|---|---|
| Percentage Responding | 13 | 14 | 16 | 20 | 25 | 19 | 20 | 9 |

| Type of Classroom | Special Ed | Self-Contained | Open | Multi-Age | Departmentalized |
|---|---|---|---|---|---|
| Percentage Responding | 4 | 75 | 5 | 20 | 18 |

| Number of Years Taught | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Other |
|---|---|---|---|---|---|---|---|---|
| Percentage Responding | 5 | 12 | 21 | 23 | 10 | 6 | 5 | 18 |

| Number of Students Per Class | 20-24 | 25-29 | 30-34 | 35-39 | Other |
|---|---|---|---|---|---|
| Percentage Responding | 20 | 44 | 15 | 3 | 17 |

| Number of Hours Beyond Bachelor's | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | Over 21 |
|---|---|---|---|---|---|---|---|---|---|
| Percentage Responding | 2 | 2 | 5 | 4 | 3 | 9 | 8 | 2 | 64 |

TABLE 2

SUMMARY OF RATINGS FOR SEVEN
IDENTIFIED PROBLEM AREAS

| Problems | PERCENTAGE RESPONDING | | | |
|---|---|---|---|---|
| | Major Problem | Minor Problem | No Problem | Numerical Indicator of Importance |
| Problems with parents | 7 | 38 | 55 | 52 |
| Class size | 15 | 37 | 48 | 67 |
| Discipline | 13 | 47 | 40 | 73 |
| Inadequate instructional materials | 16 | 42 | 42 | 74 |
| Insufficient clerical help | 23 | 39 | 38 | 85 |
| Insufficient time for rest and preparation | 30 | 38 | 32 | 98 |
| Finding time for individualized work with students | 72 | 24 | 4 | 168 |

substantial problems. Insufficient clerical help and insufficient time for rest and preparation were indicated to be even more important problems. "Finding time for individualized work with students" was overwhelmingly identified as the single most critical problem facing teachers.

The NEA reports of 1968 and 71 showed similar responses in the areas of "clerical help," "instructional material," "discipline" and "dealing with parents." However, the local sample was far below the national population in the degree to which "class size" and "time for rest and preparation" presented major problems. Obtaining individualized instruction for students in the form of assistance from specialized teachers rated high as a major problem area with teachers in the NEA poll, yet it in no way approached the level of importance given the problem of "finding time for individualized work with students" noted by the local sample.

Primary vs, Intermediate

A breakdown of data along several of the demographic dimensions provides further insights. Table 3 shows the responses compared by grade level, primary vs. intermediate. Primary was identified as grades K-1-2-3, and intermediate as 4-5-6. Teachers teaching K-6 were included in intermediate. Sixty-three teachers were in each group.

The smallest response frequency within the "major problem" rating was the primary group's "problems with parents." Only 2% of those responding indicated this to be a problem. The largest response frequency within the "major problem" rating was the primary groups "finding time for individualized work with students." 75% of the primary group said that this was a major problem.

The largest response frequency in the "no problem" rating was the intermediate groups' response to "class size." 60% indicated this was "no

TABLE 3

PROBLEMS COMPARED BY GRADE LEVEL

| Problems | Major Problem | | Minor Problem | | No Problem | |
|---|---|---|---|---|---|---|
| | Percentage of Primary Teachers Responding | Percentage of Intermediate Teachers Responding | Primary | Intermediate | Primary | Intermediate |
| Problems with parents | 2 | 13 | 40 | 32 | 56 | 54 |
| Class size | 17 | 13 | 50 | 25 | 36 | 60 |
| Discipline | 12 | 15 | 42 | 48 | 46 | 35 |
| Inadequate instructional materials | 13 | 19 | 40 | 40 | 46 | 35 |
| Insufficient clerical help | 27 | 23 | 40 | 36 | 35 | 32 |
| Insufficient time for rest and preparation | 40 | 21 | 42 | 31 | 23 | 44 |
| Finding time for individualized work with students | 75 | 67 | 23 | 25 | 2 | 8 |

problem." The smallest frequency was the primary groups' response to "finding time for individualized work with students." Only 2% said this was "no problem."

Further study of the table supported the following statements.

1. This comparison suggested that a difference between primary and intermediate teachers existed in the amount of time available for rest and preparation.
2. Primary teachers had more difficulty with large class size than did intermediate teachers.

   (Both of these findings are consistant with one's expectations and give credance to the responses of the questionnaire.)
3. It should be noted that the major difficulty of finding time for individualized work with students seemed to cross grade levels. It was not a concern of only the primary or intermediate groups.
4. While not serious, discipline problems, usually associated with upper elementary, also seemed to be spread evenly throughout the grades.

Years Experiences

A comparison of problem relevance with years experience is shown in Table 4. Large differences of 15 or more percentage points existed in the problem areas of time and rest and preparation, clerical, and individualizing.

The highest response frequency for Table 4 with a "major problem" rating was teachers with 6, 7, or more years experience "finding time for individualized work with students." Fully 3/4 of the teachers with more than 6 years experience indicated that this was a major problem. Teachers with 3, 4, or 5 years experience followed closely with 70% response in the same category.

TABLE 4

COMPARISON OF PROBLEM RELEVANCE
WITH YEARS EXPERIENCE

| Problems | Major Problem | | | Minor Problem | | | No Problem | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0-1-2 | 3-4-5 | 6-7 or More | 0-1-2 | 3-4-5 | 6-7- or More | 0-1-2 | 3-4-5 | 6-7 or More |
| Problems with parents | 11 | 5 | 8 | 26 | 42 | 35 | 63 | 53 | 57 |
| Class size | 21 | 12 | 19 | 37 | 45 | 23 | 42 | 43 | 57 |
| Discipline | 11 | 12 | 12 | 42 | 41 | 52 | 47 | 47 | 36 |
| Inadequate Instructional materials | 26 | 12 | 20 | 37 | 42 | 52 | 37 | 49 | 28 |
| Insufficient clerical help | 17 | 24 | 32 | 22 | 44 | 40 | 61 | 32 | 28 |
| Insufficient time for rest and preparation | 6 | 45 | 15 | 56 | 28 | 42 | 38 | 27 | 43 |
| Finding time for individualized work with students | 58 | 74 | 73 | 37 | 24 | 19 | 5 | 2 | 8 |

The highest response frequency with a "no problem" rating was "class size" and "inadequate instructional materials." Both responses were made by teachers with 6 or more years experience.

Three additional statements were supported by the data of Table 4.

1. Teachers with 3-4-5 years of teaching experience seemed to be the most hard pressed for time.
2. More experienced teachers found the need for clerical help to be of greater importance than inexperienced teachers.
3. Inexperienced teachers rated time to individualize as less of a limitation than more experienced teachers.

Perhaps this suggests that as teachers grow in their professional career the need for responding to individual differences of children increases. As this need increases, there is a marked increase in the need for clerical assistance and preparation. It is curious to note that beyond five years experience the need for preparation decreases as a major problem. This may suggest that more experienced teachers have developed more efficient management techniques or have routinized the classroom to such an extent that the need for rest and preparation time are minimal.

Type of Classroom

Table 5 compares responses to problem areas broken down by type of classrooms. The types identified for study included Special Education, Self-Contained, Open, Multi-Age, and Departmentalized. Teachers responding to more than one dimension were included in each group's summary. For example, several reported that they taught in both an open and multi-age organization. Their responses were included in both the open and the multi-age listings.

TABLE 5

PROBLEMS COMPARED BY TYPE OF CLASSROOM

| Problems | Major Problem | | | | | Minor Problem | | | | | No Problem | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Special Ed | Self-Contained | Open | Multi-Age | Departmentalized | Special Ed | Self-Contained | Open | Multi-Age | Departmentalized | Special Ed | Self-Contained | Open | Multi-Age | Departmentalized |
| Problems with parents | 25 | 4 | 20 | 19 | 20 | 75 | 37 | 20 | 19 | 35 | 0 | 59 | 60 | 62 | 45 |
| Class size | 25 | 13 | 40 | 14 | 20 | 25 | 45 | 20 | 24 | 15 | 50 | 41 | 40 | 62 | 65 |
| Discipline | 50 | 14 | 0 | 19 | 10 | 25 | 41 | 60 | 43 | 65 | 25 | 40 | 40 | 38 | 25 |
| Inadequate Instructional materials | 50 | 12 | 20 | 29 | 25 | 25 | 45 | 20 | 38 | 35 | 25 | 45 | 40 | 33 | 40 |
| Insufficient clerical help | 0 | 19 | 40 | 43 | 30 | 100 | 41 | 40 | 24 | 15 | 0 | 33 | 20 | 33 | 55 |
| Insufficient time for rest and preparation | 0 | 35 | 40 | 27 | 10 | 100 | 33 | 40 | 48 | 35 | 0 | 32 | 20 | 24 | 25 |
| Finding time for individualized work with students | 50 | 72 | 80 | 71 | 65 | 25 | 24 | | 24 | 30 | 25 | 4 | 20 | 5 | 20 |

It should be noted that some of the cells include only a small sample of the population. However, because of the representativeness of the group, it is believed that the data are meaningful. The single highest combined response for both major and minor ratings, outside special education, was from teachers in self-contained classrooms "finding time for individualized work with students." 96% indicated this was a problem. The single highest response frequency in the No Problem category was the departmentalized groups response to class size. 65% indicated class size was not a problem.

Four additional statements are supported by the data shown in Table 5.

1. Teachers teaching in classrooms characterized as departmentalized sighted the fewest problems. This group responded consistently higher in the "No Problem" category for each problem area except "finding time for individualized work with students" and discipline."
2. Responses to finding time for individualizing work with students were seen to be distributed suprisingly equally across the various classroom categories. However, teachers in open and special education had slightly less difficulty with the problem.
3. Special education teachers indicated significant problems with discipline, parents, and adequate instructional materials.
4. Teachers working in open education found class size to be a more significant problem than did other classroom organization types.

Open Responses

In addition to information collected regarding the seven suggested areas, each teacher was asked to identify three problems not listed. This open ended task generated 29 problem categories. A list and the frequency of each response is shown in Table 6. The 29 categories were consolidated

TABLE 6

OTHER PROBLEMS TEACHERS HAVE IN THEIR CLASSROOMS

| PROFESSIONAL | Frequency of Response | |
|---|---|---|
| finding a job | 2 | |
| teacher cooperation | 20 | |
| administration | 23 | |
| masters degree | 8 | |
| tenure | 2 | |
| salary | 7 | |
| after school committees | 10 | |
| extra recess duty | 6 | |
| lunch our too short | 4 | |
| | TOTAL | 82 |
| **INSTRUCTIONAL** | | |
| lack of equipment | 10 | |
| paraprofessional and aides | 8 | |
| quality of curriculum and instructional materials | 15 | |
| placement of specialized students | 17 | |
| reading activities | 6 | |
| classroom interruptions | 8 | |
| space problem | 7 | |
| grouping | 7 | |
| | TOTAL | 62 |
| **STUDENT** | | |
| day too long for students | 3 | |
| student attitude and maturity | 20 | |
| children on medication | 1 | |
| | TOTAL | 24 |
| **OTHER** | | |
| school property not repaired | 3 | |
| inconsistent discipline among team | 2 | |
| unessential fund raising projects | 1 | |
| lack of money for field trips | 2 | |
| report cards | 4 | |
| lack of parent concern and cooperation | 6 | |
| payment of baby sitter | 1 | |
| | TOTAL | 19 |

into four for further study. These four categories related to professional concerns, instructional concerns, concerns related to students, and other.

Those concerns relating to the professional aspects of teaching topped the list. 82 responses were noted in this category. The single most frequently mentioned problem was with the administration. Statements such as the following were common.

1. Lack of support from principal
2. Indecisive principal
3. Administrative snoopervision
4. Lack of leadership by principal

Teacher cooperation and after school committees were also noted as major problems of a number of teachers. Statements in this category included the following examples.

a. Pettiness of other teachers
b. Bickering among faculty
c. Too much time spent in meetings
d. Busy work committees
e. Not enough helpful information through meetings and classes for teachers

Instructional concerns included the quality of curriculum and instructional materials, placement of specialized students, lack of equipment, aides, interruptions, space problems and grouping. Of these, placement of specialized students represented the largest problem. The quality of instructional materials was also an important concern of a number of teachers.

Student attitude and maturity was mentioned second only to administrative cooperation as a single major problem confronting many teachers. These

concerns were described by such statements as:

a. Coping with immaturity

b. poor study habits of children

c. Incomplete homework assignments

d. Differences in values

A miscellaneous category was headed by a lack of parental concern and co-operation. However, this represented only a small number of teachers.

## Ratings of Confidence

Teachers self-rating of confidence in each of seven subject matter areas was also collected for study. Teachers were asked to rate their confidence by responding in one of three categories:

| Not Very Confident | Sufficient for Adequate Instruction | Very Confident |
|---|---|---|

By assigning values of 0, 1, 2, respectively, and summing the numerical values for each response a numerical indication of confidence was calculated. The seven areas were then ordered from lowest indicator to highest indicator. Table 7 shows the summary of these responses.

The results were striking. While a large percentage of teachers felt confident enough for adequate instruction in the areas of language arts, math and social studies (98%, 95%, 92% respectively), almost a full third of the teachers responding lacked confidence for adequate instruction in science. Physical ed and music were ranked lowest. While lack of confidence in teaching music, and physical education has been addressed through the use of specialists, science remains a subject taught with a minimal level of confidence.

When these data were broken down by grade level, the confidence level was seen to be distributed fairly evenly throughout the grades. Table 8

TABLE 7

TEACHER RATING OF CONFIDENCE
IN EACH OF SEVEN
SUBJECT MATTER AREAS

| Competency Areas | Not Very Confident | Sufficient For Adequate Instruction | Very Confident | Numerical Indicator of Confidence Level |
|---|---|---|---|---|
| Music | 63 | 27 | 10 | 47 |
| Physical Ed | 35 | 44 | 21 | 86 |
| Science | 32 | 48 | 20 | 88 |
| Art | 28 | 47 | 25 | 97 |
| Social Studies | 8 | 57 | 35 | 127 |
| Math | 5 | 38 | 57 | 152 |
| Language Arts | 2 | 35 | 63 | 161 |

TABLE 8

CONFIDENCE COMPARED BY GRADE LEVEL

| Confidence | Not Very Confident | | Sufficient for Adequate Instruction | | Very Confident | |
|---|---|---|---|---|---|---|
| | Primary | Intermediate | Primary | Intermediate | Primary | Intermediate |
| Music | 58 | 67 | 31 | 26 | 11 | 7 |
| Physical Ed | 34 | 32 | 42 | 46 | 18 | 22 |
| Science | 37 | 25 | 44 | 57 | 19 | 18 |
| Art | 20 | 30 | 51 | 48 | 29 | 22 |
| Social Studies | 12 | 8 | 57 | 54 | 31 | 38 |
| Math | 0 | 10 | 32 | 45 | 68 | 45 |
| Language Arts | 2 | 2 | 39 | 27 | 61 | 71 |

shows this comparison. Intermediate teachers reported both the highest and lowest levels of confidence. They were the most confident group in language arts but the least confident group in music. Confidence in science was greater at the intermediate level while confidence in math was greater at the primary level.

When confidence level was compared by years experience, teachers with six or more years teaching experience were found to have expressed less confidence in their ability to teach math but more confidence in social studies than did teachers with less experience. Teachers with fewer years experience (0, 1, 2 years) reported greater confidence in the areas of math, language arts and social studies than did more experienced teachers. However these same teachers indicated a marked lack of confidence in the area of music. Science confidence or the lack of it did not seem to vary with increasing experience. This information is shown in Table 9.

Table 10 summarizes a comparison between confidence and types of classroom organization. A simple confidence index was determined for each organizational pattern by tallying 0, 1, 2 points respectively for responses of "Not Very Confident," "Sufficient Confidence," and "Very Confident." These values were then summed for each group to determine an index of the confidence level in each subject matter area. As might be expected, self-contained classroom teachers reported the highest level of confidence across the seven subject areas. Open education teacher and those involved in multi-age groups were the least confident. Teachers involved in an open education organization responded with less confidence in the teaching of science, language arts, and art than did teachers involved in other organizational patterns.

TABLE 9

CONFIDENCE COMPARED BY YEARS EXPERIENCE

| | Not Very Confident | | | Sufficient for Adequate Instruction | | | Very Confident | | |
|---|---|---|---|---|---|---|---|---|---|
| Confidence | 0-1-2 | 3-4-5 | 6-7 or More | 0-1-2 | 3-4-5 | 6-7 or More | 0-1-2 | 3-4-5 | 6-7 or More |
| Music | 89 | 48 | 64 | 44 | 23 | 20 | 0 | 27 | 12 |
| Physical Ed | 39 | 27 | 28 | 56 | 45 | 44 | 22 | 15 | 24 |
| Science | 39 | 27 | 28 | 44 | 52 | 48 | 28 | 17 | 20 |
| Art | 44 | 22 | 20 | 56 | 47 | 52 | 22 | 23 | 24 |
| Social Studies | 0 | 10 | 16 | 56 | 63 | 32 | 39 | 27 | 52 |
| Math | 0 | 5 | 8 | 28 | 38 | 52 | 67 | 57 | 40 |
| Language Arts | 0 | 3 | 0 | 39 | 35 | 28 | 61 | 62 | 72 |

TABLE 10

INDEX OF CONFIDENCE LEVEL
SUBJECT MATTER BY TYPE OF CLASSROOM

| | Special Ed | Self-Contained | Open End | Multi-Age | Departmental-ized |
|---|---|---|---|---|---|
| Music | 100 | 51 | 20 | 24 | 45 |
| Physical Ed | 100 | 85 | 80 | 85 | 65 |
| Science | 75 | 92 | 40 | 90 | 110 |
| Art | 100 | 103 | 80 | 76 | 70 |
| Social Studies | 125 | 126 | 100 | 123 | 135 |
| Math | 100 | 164 | 160 | 134 | 130 |
| Language Arts | 150 | 169 | 120 | 144 | 190 |
| Total Index | 750 | 790 | 600 | 676 | 745 |

## SUMMARY

The major problems identified by teachers in this sample related to "time" and "interpersonal relations." The need for time was apparent in the responses to the items "Insufficient Clerical Help," Insufficient Time for Rest and Preparation," and "Finding Time for Individualized Work With Students." Because of the overwhelming response to "Finding Time For Individualized Work With Students" it is suggested that perhaps more than time limitations are involved. The importance of this item as a problem increased with experience and were notably higher for teachers in self-contained classrooms. It seemed evident that teachers were attempting to respond to differences which exist between children and are being frustrated by the lack of time and materials to do the job well. More experienced teachers, perhaps most qualified to identify these differences, expressed the highest dissatisfaction in this category. Self-contained teachers, with large classrooms, little clerical help, and broad ranges of children to teach, also responded strongly to this item.

For teacher education programs, several suggestions may be considered.

1. Emphasis in the identification of differences between children in the affective, cognitive, and psychomotor domains.
2. Attention to instructional components designed for specific (individual) outcomes rather than broad (classroom) shotgun approaches.
3. Awareness of classroom management systems which focus on efficient use of teacher/student time.
4. Study of classroom geography for the purpose of modifying the group mode of instruction to one more conducive to responding to the individual differences of children.

5. Training of teacher aides and paraprofessionals to fulfill a major supportive role in the classroom.

The problems relating to interpersonal relations became apparent in the open ended section of the questionnaire where 63 responses were noted. These responses reflected on problems associated with principals, other teachers and students. All suggested a basic problem with interpersonal relations which ranged from communications problems to differences in values. This is certainly not surprising when one considers that teachers work in the most densely populated environment known today. The number of human interactions forced upon principals, teachers, and students is staggering. In view of these pressures teacher education programs may wish to consider expanding components which relate to values clarification techniques, fundamental communication skills both verbal and non-verbal, and group dynamics.

The information collected regarding confidence in each of seven instructional areas revealed a major void in the training of teachers. A full third of the teachers sampled indicated that they did not feel confident to provide adequate instruction in science. To remedy this situation will require the concerted efforts of both Arts and Science and Education faculty. Science has always been "difficult" for elementary education majors and these "difficult" encounters with science may be reflected in the confidence with which it is taught in the elementary classroom. In-service programs taught jointly by Education and Arts and Science faculty in cooperation with local school districts might be considered as immediate, short term, responses to the needs expressed by this sample of teachers.

Finally it should be noted that teachers were asked to pick one of the problems from those listed and describe what might be done to alleviate

the difficulty. The majority of teachers focused their attention on "Finding Time for Individualized Work With Students." A study of these suggestions indicated that unfortunately teachers had no better ideas for solving the problem than anyone else.

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APPENDIX A

Dear _____,

As a student in the graduate program at Indiana University Northwest I am seeking your help. I am also in the graduate program at Indiana University Northwest working on my research paper for E585. My project is centered around the classroom problems of teachers in the elementary school. I have chosen students who are attending Indiana University Northwest under the master's degree program in the fall of 1975 as my sample.

It would be greatly appreciated if you would take the time to fill out the enclosed questionnaire. Follow the directions as indicated in each section. Please give each section your utmost consideration and do not skip any of the sections.

After you have filled out the entire questionnaire please return it in the self-addressed stamped envelope within one week.

It is not necessary to sign your name. Thank you for your cooperation.

Sincerely,

Iva Conley

QUESTIONNAIRE ON CLASSROOM
PROBLEMS ON TEACHERS

Please check the appropriate spaces.

Sex: Male _____ Female _____

Grade level taught: K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ Other ___

Type of classroom: Special Ed ___ Self Contained ___

Open ___ Multi-Age Group ___

Departmentalized ___

Specify your subject matter areas

_____

Number of years taught:

0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ Other ___

Number of students you had last year:

20-24 ___ 25-29 ___ 30-34 ___ 35-39 ___ Other ___

Check the appropriate box for your classroom:

| | Major Problem | Minor Problem | No Problem |
|---|---|---|---|
| 1. Class size ..... | | | |
| 2. Insufficient time for rest and preparation..... | | | |
| 3. Insufficient clerical help..... | | | |
| 4. Finding time for individualized work with students..... | | | |
| 5. Inadequate instructional materials... | | | |
| 6. Discipline..... | | | |
| 7. Problems with parents..... | | | |

Please list three other problems which confront you as a teacher, but are not listed above and indicate whether it is a major or a minor problem.

| | Major Problem | Minor Problem |
|---|---|---|
| 1. _____ | | |
| 2. _____ | | |
| 3. _____ | | |

Educational background:

B. A. Yes No

_____ _____ University granting B. A.

Circle number of hours beyond Bachelors:

0 3 6 9 12 15 18 21 Beyond 21 hours

Self rating of confidence in each of the following instructional areas.

| | Not Very Confident | Sufficient For Adequate Instruction | Very Confident |
|---|---|---|---|
| Mathematics | | | |
| Language Arts | | | |
| Science | | | |
| Social Studies | | | |
| Music | | | |
| Art | | | |
| Physical Ed | | | |

Pick one of the 10 problems stated on the opposite page and describe what you believe might be done to alleviate the difficulty.